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ABSTRACT

This study was designed to investigate four topics concerning undergraduate agricultural education programs. These were: (1) women graduates in agricultural education, (2) length of student teaching, (3) use of pre-student teaching observation in schools, and (4) subject matter specialization. A survey form was submitted to representatives of all teacher education institutions in the United States that prepare teachers of vocational agriculture. Data were received from 68 of 83, or 82 percent, of the institutions. Specific findings include: (1) 49 women have graduated from agricultural education programs in the past few years, (2) The average length of student teaching was 9.4 weeks on a full-time basis, (3) 39 institutions required pre-student teaching observation in schools, and (4) Subject matter specializations were listed for agricultural production, ornamental horticulture, agricultural mechanics, agricultural supplies and service, agricultural resources, and agricultural products. (GEB)

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AGRICULTURAL EDUCATION PROGRAMS IN THE UNITED STATES

Alpha Tau Alpha Study, 1971

Women Graduates
Student Teaching
Teaching Observation
Subject Matter Specialization

by

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ACKNOWLEDGEMENTS

The study reported herein is the result of a team effort. Dr. McMillion developed the instrument with the idea of collecting data from those teacher education institutions represented at the National Student Teacher Conference in Agricultural Education and the National Alpha Tau Alpha Conclave in Kansas City in October of 1971. Dr. Hoover who was in charge of a get-acquainted session at the ATA Conclave decided that the survey would be ideal for a discussion topic by small groups and he provided copies of the survey form for that purpose. Dr. Hoover collected data from institutions with ATA Chapters at the Conclave and Dr. McMillion sent the survey to the remaining teacher education institutions.

A preliminary report from 65 institutions was included in the Minutes and Report of the 32nd ATA Conclave. This more complete report was made possible by the Department of Agricultural Education, University of Minnesota.

Martin B. McMillion
Norman K. Hoover

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INTRODUCTION

Almost daily the popular press, television and radio feature stories of women's successful and often times unsuccessful attempts to enter jobs traditionally held by men. In recent years "male chauvinism" has almost become a household word. The Federal Government has enacted equal pay provisions into the Fair Labor Standards Act, a Women's Equal Rights Amendment is being ratified by the states, and State Commissions on Human Rights have been established to guard against discrimination of women and other groups.

This emphasis on equal opportunity of women in society as a whole prompted questions about women in the field of agricultural education. How many women have graduated in agricultural education curriculums? What specializations, if any, have they followed? How many have become employed in reimbursable vocational programs? And what difficulties have they encountered in obtaining employment?

The status of women in agricultural education was perhaps the topic of most interest which was investigated. Other topics related to the agricultural education curriculums in the United States were (1) length of student teaching; (2) use of pre-student teaching observation in schools and (3) the amount of specialization possible within agricultural education curriculums.

A recent trend seems to be toward longer periods of student teaching, pre-student teaching observations for job exploration purposes, and more possibilities for teacher specialization. Bench mark information is somewhat limited; therefore, this study is primarily a status study with limited evidence of trends.

Objectives of the Study

The objectives of the study were to investigate four topics concerning undergraduate agricultural education programs. The topics were:

1. Women graduates in Agricultural education.
2. Length of student teaching.
3. Use of pre-student teaching observation in schools.
4. Subject matter specialization.

Specifically the following questions were to be answered:

Women Gradutes in Agricultural Education

1. How many women have graduated in Agricultural Education in the United States in the past few years?

2. How many women have been employed in reimbursable programs of vocational agriculture?

3. Is the percentage placed lower than for male graduates?

4. In what areas of subject matter do women students in Agricultural Education specialize?

5. Is the percent employed in vocational education positions higher for one specialization than others?

6. Which institutions are graduating women and what is their placement record?

7. What difficulties have women graduates experienced in obtaining employment in vocational agriculture teaching?

Length of Student Teaching

1. What is the length of the student teaching experience?

2. Is student teaching full-time or part-time?

Use of Pre-Student Teaching Observation

1. How many institutions require pre-student teaching experiences?

2. What is the amount of time spent in pre-student teaching experiences in schools?

3. What percent participate in pre-student teaching in institutions where participation is voluntary?

Subject Matter Specialization

1. How many institutions provide for specialization either through specific options or adequate electives for a specialization?

2. What specializations are most common?

PROCEDURE

The survey form was submitted to representatives of all teacher education institutions in the United States that prepare teachers of vocational agriculture. All but thirteen of the forms were completed by staff members. The other forms were completed by students in the curriculum at the Alpha Tau Alpha Conclave where staff members were available to answer student questions, if the student required consultation. All the data were collected between October 12 and December 8, 1971.

Data were collected from 68 of 83, or 82 percent, of the institutions that prepare vocational agriculture teachers. See Appendix A for names of the institutions not included in the study.

Hand summary and analysis of the data were completed by the primary author.

Procedures which were followed in the study of specific topics and questions will be described with the findings.

FINDINGS

Women Graduates in Agricultural Education

1. Forty-nine women have graduated from agricultural education programs in the past few years. The words "past few years" should have been more specific on the survey form. It is believed that the responses include those who have graduated in the past three to five years and that they include nearly all women who have graduated in agricultural education.

2. Only 19 of the 49 women graduates in agricultural education in the "past few years" became employed in reimbursable programs of vocational agriculture.

3. The percent of women graduates from curriculums in agricultural education who became employed in agriculture teaching was 38.8 percent compared to 49.6 percent[1] for graduates of both sexes entering the teaching profession in 1971.

4. Among women graduates who specialized in horticulture and/or animal science, 50 percent, were employed in reimbursable programs of vocational agriculture--eight of sixteen in horticulture, two of four in both horticulture and animal science, and four of eight in animal science. Four of fourteen prepared in the general agricultural education curriculum became employed in reimbursable programs of vocational agriculture. The only woman specialized in agriculture mechanics was employed in a vocational teaching position.

5. A greater number of women teachers of agriculture became employed in reimbursable programs specialized in horticulture and animal science. A relatively small number became employed in the general or agricultural production curriculum.

6. Twenty-three (23) of the agricultural education institutions participating in the study reported that they have prepared women for teaching vocational agriculture. About one-half or twelve of these institutions placed women graduates in reimbursable teaching positions in agriculture. The 23 institutions that graduate women teachers of agriculture and their placement record is in Table 2.

7. According to comments on the forms, very few women graduates, perhaps not more than three who actively sought jobs in vocational agriculture teaching jobs failed to obtain one. One woman graduate in Kansas[2] and one or two in Illinois tried and failed to get a vocational agriculture teaching job. Resistance to hiring women teachers of vocational agriculture was reported in Alabama, California, Illinois, Kansas, New Mexico, and Oregon.

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[1] Ralph J. Woodin, Supply and Demand for Teachers of Vocational Agriculture in 1971, Department of Agricultural Education, The Ohio State University, December, 1971, p. 1.

[2] Howard R. Bradley, "A Woman Vocational Agriculture Teacher," Agricultural Education Magazine, August, 1971, p. 33.

TABLE I

EMPLOYMENT IN AGRICULTURE TEACHING
BY WOMEN GRADUATES OF
AGRICULTURE EDUCATION

Specialty	Number Teaching	Number Not Teaching	Total
Horticulture	8	8	16
Hort-AnSci	2	2	4
Animal Science	4	4	8
General	4	10	14
Agriculture Mechanics	1	0	1
Animal Processing	0	1	1
Coop Ext	0	1	1
Unknown	0	4	4
TOTAL	19	30	49

TABLE II

INSTITUTIONS GRADUATING WOMEN AGRICULTURE TEACHERS AND THEIR RECORD OF PLACEMENT IN VOCATIONAL AGRICULTURE TEACHING

Institution	Number In Vo-Ag Teaching	Number In Other Occupations	Total
Placed Some			
University of California, Davis	2	1	3
Cal Poly - San Luis Obispo	2	1	3
University of Connecticut	1	1	2
University of Florida	2	2	4
University of Illinois - Urbana	1	1	2
Illinois State University - Normal	2	0	2
Michigan State University	3	0	3
North Carolina State University	1	0	1
Ohio State University	1	0	1
Oklahoma State University	1	1	2
Oregon State University	1	1	2
The Pennsylvania State University	2	2	4
Placed None			
Auburn University	0	1	1
Kansas State University	0	1	1
University of Kentucky	0	3	3
Louisiana State University	0	1	1
Montana State University	0	3	3
University of Nebraska	0	1	1
Rutgers University	0	1	1
New Mexico State University	0	4	4
University of Rhode Island	0	3	3
West Virginia University	0	1	1
Purdue University	0	1	1
Total	19	30	49

Although a specific question was not asked in the survey concerning follow-up of the women agricultural education graduates who did not teach in reimbursable programs of agriculture, some information was provided voluntarily. A New Mexico woman graduate is an assistant county agent. One Kentucky woman graduate is directing an agricultural education program in Africa and another is pursuing a Masters in Agricultural Education. A Montana woman graduate is in the Peace Corps. Two Rhode Island women graduates teach biology, a Kentucky graduate teaches junior high science, the Kansas woman graduate is an elementary school teacher and a Pennsylvania graduate is teaching science.

A list of reasons why women graduates did not teach vocational agriculture as given by respondents appears in Appendix C.

Length of Student Teaching

1. The average length of student teaching was 9.4 weeks on a full-time basis. Students took courses at the same time the student taught in only three institutions. Information concerning amount of time devoted to course work in each of the three institutions was reported differently; therefore, a procedure for converting part-time student teaching to full-time student teaching was not very precise and is not given.

   The shortest duration of student teaching was two weeks and the longest duration was 18 weeks. Eight weeks was the most common length for student teaching and was the duration of student teaching at 15 institutions.

   Nine weeks ranked 2nd in popularity (12 institutions) and eight weeks was third most frequently used length of time for student teaching (11 institutions) (see Figure 1).

2. Student teaching was a full-time activity in sixty-five institutions reporting and part-time in three institutions.

The information reported here is similar to that reported by Boucher.[3]

Dr. Boucher analyzed returns from 78 teacher education institutions. This

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[3]Leon W. Boucher, "The Status of Teacher Education Programs in Agriculture," The Journal of AATEA, March, 1972, p. 1-5.

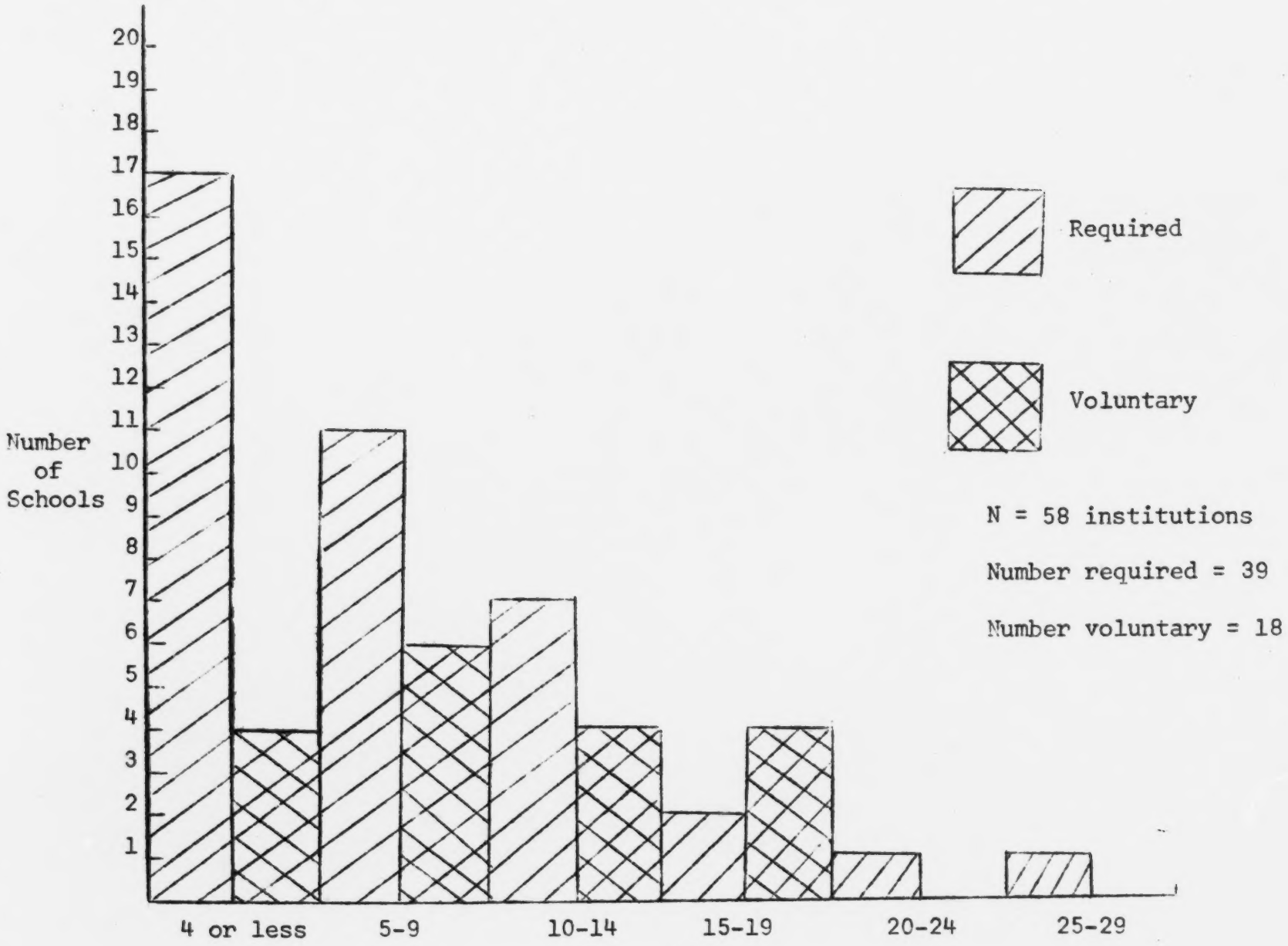

Figure 2. Days of Pre-Student Teaching Observation

analysis is based on 68 institutions in which vocational agriculture teachers are prepared. Each study discovered three institutions which place student teachers for less than a full day during the student teaching period. The Boucher study reports that no schools required less than six weeks of student teaching. Two requiring less than six weeks are reported in this study. Each study reports an average of nine and one-half weeks of student teaching.

Use of Pre-Student Teaching Observation

Pre-student teaching observation is defined as in-school observation which is separated in time from the actual student teaching period. This is referred to as "September experience" or "pre-fall experience" in some institutions.

1. Thirty-nine institutions required pre-student teaching observation in schools. Six other institutions obtained more than 90 percent participation in pre-student teaching observation.

2. The 39 institutions which required pre-student teaching observation in schools averaged slightly less than seven days of observation (see Figure 2). The six schools which obtained 90 percent or more of participation obtained an average of eleven days of participation. The nine schools which obtained 75 to 90 percent voluntary participation had an average of 9.4 days of participation. More days of observation under the voluntary scheme reflects the reluctance of an institution to force students to spend several days of observation.

3. The precent of students who voluntarily participated in pre-student teaching observation in schools is not easily summarized. Of the 18 institutions which had some voluntary pre-student teaching observation, six institutions had 90 percent or more participation, two institutions had 75 or 80 percent participation, two had 60 percent, three had 50 percent and four institutions had 30 percent or less.

Subject Matter Specialization

1. Forty-five (45) of sixty-seven (67) institutions have developed several options within the agricultural education curriculum or have enough elective credits in technical agricultural subjects to permit a specialization with 24 or more quarter credits.

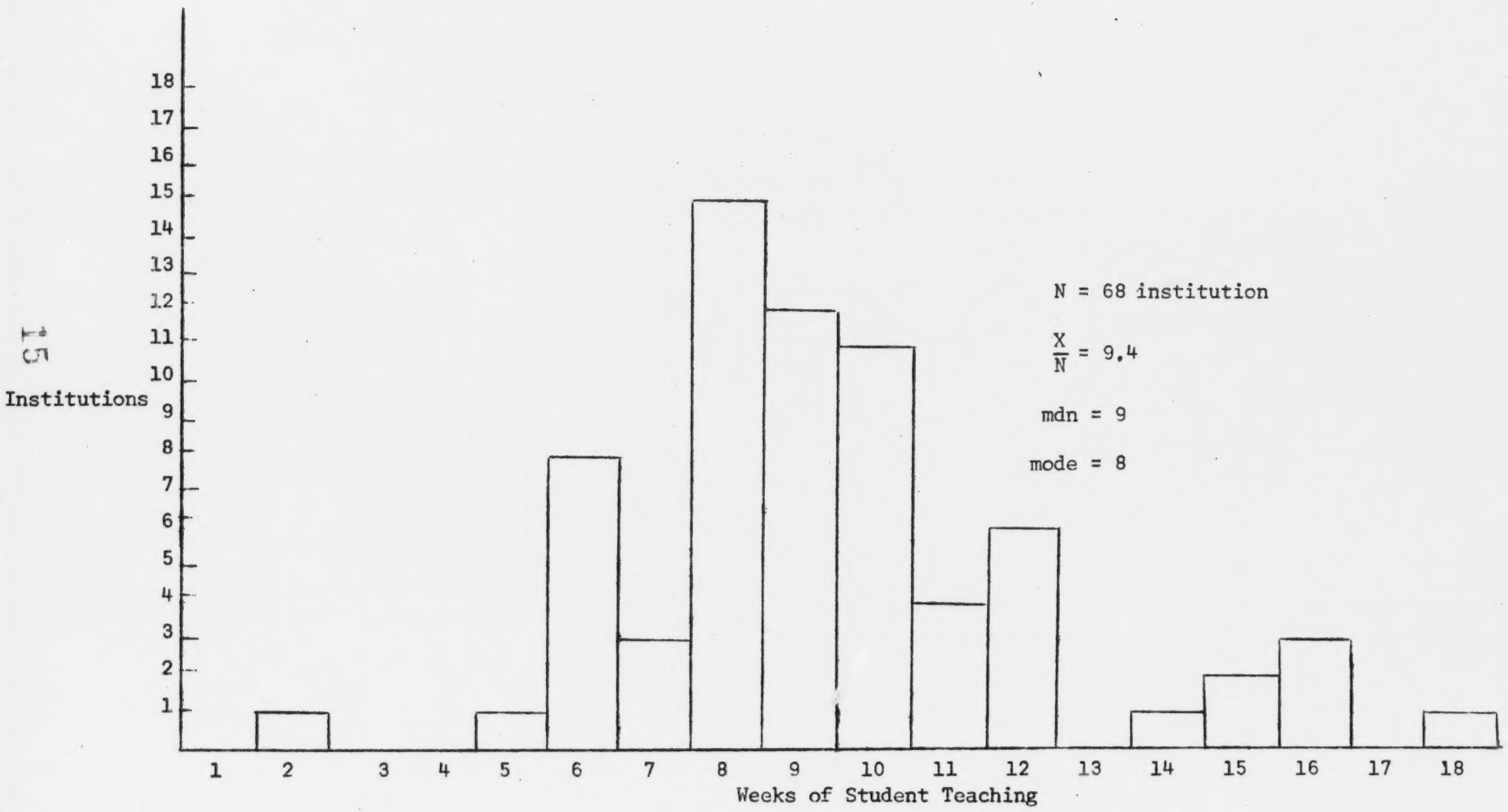

Figure 1. Frequence of Institutions Using Various Length in Weeks of Student Teaching

2. The specializations specifically listed when summarized by O. E. Code, ranked as follows in frequency:

Agricultural Production	68 institutions
Ornamental Horticulture	35 institutions
Agricultural Mechanics	27 institutions
Agricultural Supplies and Service	24 institutions
Agricultural Resources	17 institutions
Agricultural Products	3 institutions

Refer to Appendix B for more information on the curriculum specialization options available and the number of institutions in which they are available.

APPENDIX A

Institutions Not Included in the Study By Regions.

North Atlantic Region

Delaware State

Central Region

Western Kentucky, Bowling Green

Southern Region

Alabama A. & M. College
Fort Valley State College
Louisiana Tech. University
Southern U. - Louisiana
Alcorn A. & M. College
South Carolina State College
East Texas State University
Southwest Texas State College
Stephen F. Austin State College
Tarleton State College

APPENDIX B

Curriculum Options Categorized by O. E. Code and the Number of Agricultural Education Departments Providing the Options

01.01	Agricultural Production.	.17	
	--Agricultural Economics	.11	
01.0101	Animal Science	.24	
	--Dairy and Poultry.	1	
	Poultry.	1	
01.010105	Animal Health.		
	-- Vet Sci..	2	
	Subtotal	56	
01.0102	Plant Science.	8	
p1.010207	Entomology	2	
01.0103	Farm Mechanics	1	
	--Farm Power and Machinery	1	(see Ag. Mech. 01.03)
	Subtotal	12	
	Total Production Agr.	68	
01.02	Ag Supplies and Service.	1	
	--Agr. Business.	.23	
		24	
01.03	Agricultural Mechanics	.19	
	--Sales and Service.	1	
	Ag Engineering	5	
	Industrial Equipment Service	2	
		27	
01.04	Agricultural Products		
01.0401	Food Products		
	--Food Industry.	2	
	Animal Processing.	1	
		3	
01.05	Ornamental Horticulture.	.34	
01.0504	Landscaping.	1	
		35	

01.06	Ag Resources (Conservation Utilization and Services)		
	-- Conservation Education.	3	
	Environmental Science	1	
	Natural Resources	3	
	Resources Management.	1	
	Agr. Resources and Environmental Science. . . .	1	
	Subtotal	9	
01.0601	Forests.	4	
01.0602	Recreation	2	
01.0603	Soil	1	
01.0604	Wildlife	1	
	Subtotal	8	
			17
	Grand Total		164*

* This number represents the sum of curriculum options times the number of institutions offering that curriculum option

APPENDIX C

Reasons Why Women Graduates Do Not Become Employed as Vo-Ag Teachers as Reported by Teacher Educators in Agriculture.

1. The place of the husband's work almost dictates where wife will live.
2. No school was open at time of graduation (which was mid-year). In the meantime she started a family.
3. Our woman graduate married a qualified vo-ag teacher and is with him in the armed service now.
4. Boards of education are afraid to put a woman in a class composed mostly of boys.
5. The school districts do not seem ready to accept women in this field.

The last two reasons were cited by many teacher educators, but ease of obtaining jobs was also reported. For example, in Michigan the girl graduate in floriculture and landscape was hired before she graduated. The woman graduate in the regular agricultural education was hired before some men graduates. The woman graduate in animal science was hired while in Europe at the end of the summer.

APPENDIX D

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AG. ED. PROGRAM SURVEY

Institution _____ Location _____

1. What is the length of your student teaching period in weeks? ____

2. Is student teaching full-time during the weeks listed in question one? Yes ___ No ___ If no, how many clock hours are spent per week in other university course work during the student teaching period? ___

3. Do students have pre-student teaching experiences (observation) in schools? Yes ___ No ___

4. Is the pre-student teaching experience mandatory? Yes ___ No ___
If voluntary, what percent of students participate? _____

5. What is the average number of days spent in pre-student teaching observation? _____

6. How many girls have graduated in Ag. Ed. in the last 2-3 years? _____

7. How many of the girl graduates have become employed in reimbursable programs of vocational education in Agriculture? _____

8. In what areas of vocational agriculture teaching did the girls specialize?

   Girl one _____

   Girl two _____

   Girl three _____

9. Describe difficulties experienced by the girls in obtaining employment in vocational agriculture teaching.

10. Specialization of teachers at undergraduate level.

a. List the specific options (specializations) available at your institution.

1.
2.
3.
4.

b. If there is only one Ag Ed curriculum, how many elective credits are available for an agricultural specialty? _____
The answer just given is in quarter hours _____
(check one) semester hours _____